

Implementation of Islamic Religious Education Learning Media for Zakat Material in Improving Zakat Understanding at Al-Ma'arif NU Merauke Middle School

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ABSTRACT

Research on the implementation of PAI Zakat Material learning media to increase Zakat Understanding at Al-Ma'arif Middle School NU Merauke is intended to describe the implementation of PAI Zakat Material learning media, obstacles and solutions faced by teachers when implementing the learning media provided by teachers when implementing PAI learning media Zakat material at Al-Ma'arif Middle School NU Merauke. This research is included in the qualitative descriptive research. Data collection was carried out using observation, interview, and documentation methods. To analyze, analysis is carried out during data collection, namely inductively using descriptive data through systematic logical reasoning on the data (data validity) and data analysis after the data is collected using triangulation techniques (comparing/examining, checking the validity of the data) with the results of interviews and content results. From the results of this research, it can be concluded that what was done by the author can be seen, (1) the implementation of PAI Zakat Material learning media to increase the Understanding of Zakat at Al-Ma'arif Middle School NU Merauke in the learning process is the planning stage, implementation stage, implementation in class, (2) the obstacles and solutions faced by teachers when applying learning media to PAI subjects. Zakat material is limited preparation time when a teacher provides material about PAI, the lights often go out when the learning process takes place in the classroom, it is difficult to find VCDs related to the learning material. Appropriate PAI, Drowsiness in class, using (earphones) to listen to music/radio during the learning process, Environmental/indoor conditions, students' lack of speed in understanding the material, and different levels of student intelligence. To overcome obstacles in implementing PAI learning media Zakat Material in Increasing Understanding of Zakat at Al-Ma'arif Middle School NU Merauke what is done is to understand the characteristics of students, by approaching students directly, adjusting students' abilities in using strategies or methods and learning media.

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INTRODUCTION

There are three types of education: informal, non-formal, and formal. Education is a very important thing in life. Formal education is an organized process designed to mold students into the characteristics and beliefs that best suit them. Primary education, secondary education, and higher education are the three categories of formal education.

Without education, science and technology cannot be achieved. Through education, various scientific topics, both general and religious sciences, can be investigated. So that this can shape its position in society in this turbulent, global, and modern era full of obstacles and obstacles.

Teachers who can and are willing to take on professional roles in the classroom and society are essential to providing high-quality education. In addition to being able to provide knowledge, teachers must also be able to teach students. Making learning materials or media is one of the skills that a teacher must have.

Instructors have the final say on whether an institution's educational programs succeed or fail. Instructors have a significant influence on the growth and progress of their students. The teacher must then be able to complete the task as effectively as possible. Teachers need to be proficient in choosing strategies and teaching materials that suit the needs of their students in order to get the desired learning results. This will ensure that students are involved in the process and respond well to instructions.

In order to support the success of the teaching and learning process that takes place between teachers and students, learning media is a tool that can be used to convey teaching messages through a teaching and learning process that can be used to stimulate students' thoughts, attention, and learning skills. The learning materials used must be useful and interesting to meet the learning goals that have been set and encourage the achievement of these successes.

The media must be easy to understand, able to increase students' response and enthusiasm in learning, and be consistent with the child's way of thinking. The success of a learning depends on the teacher's activeness in teaching, one way that can be done is by using learning media. Therefore, the use of media in the classroom is highly recommended.

Learning media is not only used in science subjects but also used in non-science subjects, one of which is PAI subjects. To realize interesting learning media, it is necessary to develop learning media in the hope of increasing understanding of the material learned by students, especially zakat material. Zakat material taught in junior high school includes the time of zakat disbursement, the type and level of zakat, the law of zakat and the mandatory requirements for zakat.

Muhammad Abdul Rosid said "learning media on zakat material has a great influence on students' abilities and understanding." Thus, infrastructure facilities and other forms of assistance in the form of facilities will be very helpful in helping teachers and students learn. It is essential to incorporate new teaching methodologies into the educational process to reduce the risk that students may perceive zakat as a daunting subject. The fact that fiqh is a crucial subject that needs to be understood. To encourage students to be more involved in learning fiqh, fiqh should be seen as a fun topic.

To convey zakat material, innovative ideas must be used, such as using media that can arouse students' interest in the material. As a mediator who can convey the same meaning between communicators and communicators, the media plays an important role in the study of communication. to increase students' acceptance of the subject matter as a whole and spark their enthusiasm to learn more. not conducting every meeting in a lecture format only.

The creation of media centered on zakat material is expected to increase students' interest in learning so that it has an impact on improving learning outcomes. Through the use of media, students can be motivated to learn and even become enthusiastic about learning so that they can study on their own at home. Because information is presented in an engaging way and offered as a learning resource, media can also help students understand the subject matter better.

For this reason, the existence of audio-visual and visual learning media can also play a role in increasing student absorption by paying attention to the learning goals to be achieved. But in reality, the use of audio-visual and visual learning media can clarify the message, arouse students' motivation and interest in learning so that they can improve their learning achievement.

METHOD

This research is included in the qualitative descriptive research. Data collection was carried out using observation, interview, and documentation methods. To analyze, analysis is carried out during data collection, namely inductively using descriptive data through systematic logical reasoning on the data (data validity) and data analysis after the data is collected using triangulation techniques (comparing/examining, checking the validity of the data) with the results of interviews and content results.

RESULTS AND DISCUSSION

Obstacles and Solutions Faced by Teachers When Implementing Learning Media

As discussed earlier, teachers must be creative in the use of learning media, always communicate to their students, find ideas in new forms, and have a very big responsibility, so that in its implementation there are many obstacles faced in order to improve the teaching and learning process activities.

Usually, one of the factors or reasons for not using learning media or the media is neglected is generally due to limited teaching preparation time, difficulty in finding the right media, unavailable costs and others. When the researcher confirmed or interviewed Islamic religious education teachers, he emphasized that: The dominant factors that are obstacles in the application of learning media as said by Islamic religious education teachers Mr. Junaidi and Mr. Slamet Munasir, S.Pd said:

"When learning takes place, the things or obstacles faced by teachers when using learning media in the classroom are usually the lights off. Besides that, the electricity wattage is mediocre. Even though all media do not use electricity, for example miniatures and equipment such as visuals". "The most important thing is, when the learning process was taking place at that time I was using the media, suddenly the lights went out because the electrical wattage was too small, and the learning process when I was teaching at that time was a little hampered. But yes, I'm also the same, only visual media that doesn't require electricity.

The obstacles that are usually experienced by teachers when applying learning media, especially for PAI subjects, are as follows:

Preparation time is limited When a person teacher when

Providing about Islamic religious education subject matter Time in the learning process is very important for students because it is to manage the time appropriately according to time that has been set. Teachers must use the time as well as possible. "Yes, to manage that time, I also have a bit of difficulty because the time that has been set for one day is only two hours, maybe the children when I want to invite them to the PAI LAB, the journey takes 10 minutes, it is also a waste of time for lessons".

Solutions done by teachers when they struggle to manage limited time and make the best use of time:

"So the solution here is that I prefer to be in the classroom only for simple practices that do not require very important media, such as presentations or discussions, if we discuss the chapter on the practice of caring for corpses or the practice of prayer and so on, I choose a rather large amount of time to practice at the PAI LAB. Because there are already available media that will be used for children's practice.

From the results of the interview, the author concludes that the time limitation in the learning process that has been determined by the education department must be used as well as possible. However, there are obstacles that hinder the existence of an event at school that reduces the time for students in the learning process or the journey to LAB PAI takes about 10 minutes. So for a teacher, if there is still a lot of time for students to practice to the PAI LAB, but if the time used is not possible, a teacher prefers to practice in the classroom so as not to take too much time.

Often Lights Off When the Learning Process Takes Place in the Classroom

Electricity for daily life is needed by every human being to illuminate the darkness, here also students really need electricity to start the learning process, if the electricity goes off, the learning process will be hampered.

"Yes, electricity for the learning process is very necessary, especially when it is fun to see the videos that I have shown about the stories of the Prophet's journey, here with a smooth flow of electricity, there is no cause of the lights going out, so here the learning process will run smoothly and not waste time so the children are less enthusiastic and disappointed to continue the lesson with the lights out when in the middle of the learning process Started.

The solution done by a teacher when the learning process starts and suddenly the lights go out is "the method I give to the children, namely the lecture method, then I tell them to ask what they don't understand, if they understand everything and no one asks, then I continue to give questions one by one, I mention their names randomly, what they have got/absorbed while they watched the video about the Prophet's journey" From the results of the interview above, the lights out here is an obstacle that is very worried by a teacher when applying learning media in the classroom or in the PAI LAB, but here a teacher has a good solution, namely using the lecture method and if they have questions that they do not understand, they can be asked directly by a teacher.

It is difficult to find VCDs related to the subject matter of Islamic religious education

VCD is also a tool to help the teaching and learning process. With this VCD, students are interactive in participating in practical activities in accordance with what is taught in the VCD. When the researcher interviewed Mr. Junaidi, there were several factors/obstacles faced by teachers when using the media. He said that:

"Besides the light off factor, sometimes I find it difficult to find a VCD about the material to be taught, but with the help of children who have a VCD about the material being taught, they offer to bring what will be learned to learn together in class".

The solutions made by a teacher when having difficulty finding VCDs for Islamic religious education subject materials are:

"If I have difficulty finding a VCD about the material I teach, I usually use other methods or use the lecture method. Where I explain the material, then I write down the verses related to it, or use other relevant references. Then what students do not understand, you can ask me. Or my students tell me to open internet sites. In addition, sometimes my students are told to form several groups to discuss the matter, and the representative of one of each group prepares the results of the discussion with his group to present in the future.

From the results of the interview above, the author concludes that the difficulty of finding VCDs related to learning materials is an obstacle experienced by a teacher, but here a teacher has an idea for his students, namely if someone is willing to help find a VCD tape, a teacher is happy to accept it with the help of his students, but if it is not possible, a teacher uses the lecture method and then the students are formed several groups to discuss the material, then preparation per group to Maju presented the results of the discussion.

Drowsiness in the classroom when a teacher explains about Islamic religious education materials, in the learning process in the classroom

Overcoming the obstacles that students are less enthusiastic about in the process of teaching learning

activities when teachers apply learning media.

"Yes, those children sometimes like the habit of being busy themselves or sleepy in the classroom when the learning process begins, for example, when my friends give assignments for presentations in front of the class, those who are in the back of the class themselves often get sleepy, maybe from the position where they are, finally those who do not listen to the subjects that I have explained or that have been explained by their friends, Those who are sleepy and rambling themselves, they do not understand and are silent they prefer to bow their heads when I give a reprimand".

The solution made by the teacher when he saw directly his students who were not enthusiastic/sleepy when participating in Islamic education religious subjects was "at that time my students approached or I immediately called their names to repeat what I had explained earlier to their friends, if they could not answer or repeat what I had explained earlier and from the presentations of their friends who I had given assignments for presentations. I will punish them in the form of going forward to repeat the explanation given by me from the beginning to the end, or I will reduce their grades if they repeat their mistakes again and they immediately focus on their lessons that I explain to them."

From the results of the interview above, the author concludes that students who are sleepy in the classroom are an obstacle that hinders the learning process. However, a teacher will not stay silent and let the student fall asleep and do not pay attention to the teacher's explanation in front, a teacher approaches the student directly and is then reprimanded not to repeat it again and if they repeat it then the attitude of a teacher will take direct action by reducing their grades.

Wearing (earphones) to listen to radio or music when the learning process is continuous

Another factor that is an obstacle to the teaching and learning process when teachers apply learning media said that:

"Sometimes there is one student whose ears are closed or wears an earphone headset while listening to music or radio, there are also those who fall asleep or drowsy during learning, pretend to pay attention even though their mind is focused on others or do not listen". The solution done by the teacher when the students do not listen to the teacher's explanation is instead engrossed in preferring to listen to music rather than listening to the eyes of the teacher. "At that time, my student approached me or I immediately called his name to repeat what I had explained before to his friend, if he could not answer or repeat what I had explained earlier and from the presentations of his friends who I had given assignments for the presentation. I will punish them in the form of going forward to repeat the explanation given by me from the beginning to the end, or I will reduce their grades if they repeat their mistakes again and they immediately focus on their lessons that I explain to them."

From the results of the interview above, the author concludes that students who do not listen to the teacher's explanation in front of them when the learning process takes place by using earphones or playing cellphones, a teacher also takes action using a direct approach and they get punishment in the form of telling students to go forward and repeat from the beginning of the teacher's explanation to the end, and if the student does not repeat the teacher's explanation, They may be able to be expelled from the class immediately or have the student's grades reduced.

The state of the environment or indoors during the learning process

The environment around learning plays the right role in the success or failure of the learning process "In addition, environmental conditions also affect the learning process and outcomes. This environment is for example the state of temperature, humidity, air tightness, and so on. The social environment can also affect the teaching and learning process, perhaps the influence of his classmates or classmates who invite him to chat so that he pays attention to the teacher's explanation during the learning process". The solution done by teachers when the environment is in the classroom or their social environment is: "I can only give directions to them that a friend must invite his friends to the right path and not mislead his own friend, it is a good Muslim. With that they can think forward, which means that what I am doing is wrong, so they can improve their attitude in the future. If the condition of the classroom is good, but thank God not all rooms are damp or stuffy because most of the school in this school the classroom construction has a shortfall".

From the results of the interview above, the author concludes that the environment or in the classroom is very influential by a teacher in the learning process, namely the state of the classroom that is damp, stuffy, and so on. But the role of this friend is also very influential by a student if when the learning process takes place, this friend invites them to chat and ignores the information explained by the teacher in front of him. However, this teacher has an idea by giving a good direction to the children so that they become good Muslims, namely not making wrong mistakes that can lead their friends astray. And the solution for the place for the students is also a good plan, namely to build a classroom that is not lacking oxygen and there is a fertility where each class has 3 windows which are quite wide.

Lack of speed for students to understand Islamic religious education subject matter during the learning process

In the characteristics of students in the classroom are very different, their level of intelligence is also different, some are easy to understand the method, some still do not understand the method given by the teacher. "The character of students is different, sometimes some students are able to use the methods I make, sometimes there are also those who can't use the methods I make, the methods I make are in various forms, I mean here some children are easy to understand the subject using visual media, there are also those who find it easier to understand the learning media by using audio visuals". The solutions I do when I face children who have very different characters are:

"So my solution for the children is to try to guide them and ask what they don't understand by using this method to run it, but before I gave directions on how to run this method and by using the learning media that I had prepared beforehand".

From the results of the interview, the author concludes that in the learning process that takes place in the classroom is very important for a student because the character of the student in receiving the subjects in the classroom is also the responsibility of a teacher by helping the students understand the learning material well and requires diligence, and most importantly a teacher must be able to distinguish the character of students whose level of intelligence is high and ordinary. As for using learning media, students do not all have the same interests and they have different levels of intelligence.

Different levels of intelligence in understanding Islamic religious education learning materials in the learning process in the level of students, the intelligence of a student is very different, their level of intelligence is also different, some are easy to understand the method, some still do not understand the method given by the teacher. "In every class, not everyone is smart, but there are also those who are ordinary in their level of intelligence, maybe they are from their family or descendants, and so on, many factors affect it, but here they are alhamdulillah, even though those who have an average level of intelligence, they often ask if there is something they don't understand."

The solutions provided by teachers to their students who have different levels of intelligence are:

"So, I always give motivation to those who have ordinary intelligence, I give motivation in the form of not being discouraged or insecure to their friends who are beyond you. All of them were created together by Allah, if there is something that has not been understood, please ask and don't be shy".

From the results of the interview above, the author concludes that a student has different levels of intelligence, but here a teacher has a solution so that they are not discouraged or insecure to their other friends. A teacher always provides motivation in the form of words that always make his students always confident and enthusiastic to always move forward.

Implementation of Islamic Religious Education (PAI) Learning Media for Zakat Materials in Improving Understanding of Zakat at Al-Ma'arif Junior High School NU Merauke

After what has been taught in the presentation of the data of the research results conducted by the author, it can be known that in learning Islamic religious education at Al-Ma'arif Junior High School NU Merauke manually, in the learning process using learning media. However, it depends on the learning material (conditional).

In addition, before applying learning media in the classroom, the teacher prepares any learning plans before the implementation of the learning process, then also a teacher gives an evaluation to students to measure the level of success in improving a student's achievement. Whether the use of learning media applied by a teacher can help students, to help students easily understand Islamic religious education subjects in using learning media.

In addition, teachers also have their own creativity in applying existing learning media and using methods that are in accordance with the material to be delivered so that students become enthusiastic and enthusiastic to do so. With the existence of PAI learning media, a teacher can develop, make it easier to capture absorption for a student, and develop them in the achievements of students, initially they were monotonous who only used the lecture method, now they are more following and or active in learning. So not only a teacher plays a role, but the students also play an active role.

When the material is about Fiqh subjects for the care of funeral care, then the emphasis is on practice, where students are required to be able to use the media or tools that have been provided by a teacher, and when it comes to bathing, shrouding, burying the body, then the lecture method is used. So not all use of learning media is used in all materials. In addition to the use of media, teachers also use games (short cards, jigsaws, demonstrations and others). In various kinds of play activities, children can be taught to be responsible, tolerant of race, independent, and so on. And in addition, Al-Ma'arif Junior High School NU Merauke has its own room for PAI learning, namely LAB PAI where the room has various learning media that have been fulfilled by the school, so the school not only prioritizes general education, but they also have the idea to create their own room, namely LAB PAI. The use or type of media used at Al-Ma'arif NU Merauke Junior High School is a multimedia projector (LCD), where in each room or classroom the multimedia is used. In the use of media, teachers try to use various teaching methods and adjust to the media used.

The criteria in the selection of existing media at Al-Ma'arif Junior High School NU Merauke are adjusted to the material, objectives, methods, characteristics of students in the classroom, the cost of procurement of media that is adjusted to the school's internal funds, this is intended so that the use of learning media does not deviate from the material, objectives, methods, characteristics of students so that students' understanding of the use of learning media can be more easily achieved.

There are several things that teachers need to pay attention to in using learning media to improve the quality of learning. First, teachers need to have an understanding of learning media, including the types and benefits of learning media, criteria for choosing and using learning media, using media as a tool. Help teach and follow up on the use of media in the student learning process. Second, teachers are skilled in making media. simple learning for teaching purposes. Third, knowledge and skills in assessing the activeness of learning media are important for teachers so that they can determine whether the use of media is considered or not needed in the teaching process.

Obstacles and Solutions Faced by Teachers During the Implementation of Islamic Religious Education (PAI) Learning Media for Zakat Materials in Improving Understanding of Zakat at Al-Ma'arif Junior High School NU Merauke

As is known whether the goal of learning is successful or not. Strongly influenced by a teacher. When a teacher finds a problem that becomes an obstacle in learning, then learning cannot run optimally.

With this, teachers hold or have a way to approach students personally, and provide stimulus, motivation that can arouse students' interest, and create a better atmosphere so that during the process of teaching and learning activities take place happily. Therefore, the media program carried out at Al-Ma'arif Junior High School NU Merauke is carried out systematically based on the needs and characteristics of students and is directed to discuss the behavior of students who want to achieve. In teaching and learning activities, learning media in general has a use to overcome barriers in communication. It is said that learning media can help facilitate student learning and make teaching easier for teachers, provide a more real experience, attract more students' attention (the course of the lesson is not boring), attract more attention and interest of students in learning.

CONCLUSION

Planning for the application of Islamic religious education learning media in the learning process in the classroom. Preparing a learning implementation plan first, teachers must make preparations before starting the learning process in the classroom, teachers make plans in determining the media programs to be taught and adjusted to the characteristics and needs of students.

Through the application of PAI learning media, zakat material at Al-Ma'arif Junior High School NU Merauke which is carried out systematically to students, students' understanding of zakat issues is increasing, including: 1) Students can find out what zakat means broadly. 2) Students can find out who is entitled to receive zakat. 3) What assets must be zakati. 4) Zakat must be given to anyone. 5) When should a muzakki pay his zakat. 6) Students can understand in detail the mandatory conditions of zakat.

SUGGESTION

Although the type of PAI learning media available at Al-Ma'arif NU Merauke Junior High School is good and meets the needs of students, teachers should use and utilize it properly, effectively and efficiently as much as possible and in the use of religious learning media in particular, it should be adjusted to the characteristics of the material to be presented and can attract the attention of students and does not contradict religious shari'a or violate religious ethics.

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